

ILLEGIB

Approved For Release 2001/07/16 : CIA-RDP79-00498A000700060063-9

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2. Personnel Recruitment is not contributing significantly to alleviate the growing shortage of foreign language skills in the Agency. There were 413 speaking skills claimed by [redacted] personnel newly entered on duty in FY 1975, out of an approximate total of [redacted] new employees.

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[redacted] claims resulted in verified (tested) speaking skills at the S-3 level or better. The professional Career Training (CT) Program added 15, S-3 level or better, but it was the second lowest number in five years.

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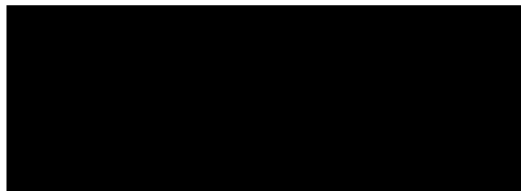
9. Training is being relied upon to provide the bulk of new additions to usable foreign language skills in the Agency. The Agency conducts regularly scheduled courses, full-time and part-time, in 17 foreign languages and maintains capability for conducting courses in several other languages as need arises.

The total number of full-time students enrolled in courses at the Agency Language Learning Center (LLC) was 241 which is close to the yearly average (237) for the five-year period. There were 466 part-time enrollments compared to the yearly average (419). It appears that full-time student enrollments during the period FY 1971-1975 have not markedly increased despite overall net losses in language skills at S-3 or better. There were 37 gains from a lower level to S-3 or better by students in full-time and part-time training in the LLC during FY 1975. Relatively small numbers of Agency students are sent elsewhere for language training--to the Foreign Service Institute, Defense Language Institute, and commercial facilities--due to security and cover considerations or the inappropriateness of such programs to satisfy our needs.

10. Normal Assignment of Linguists

a. Staff

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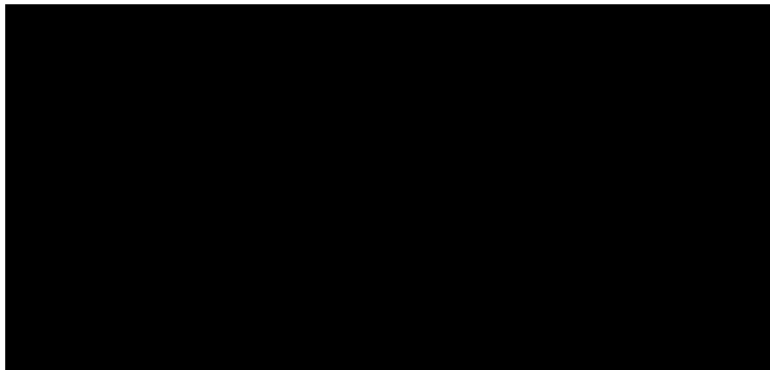
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11. Based on these findings, the Agency considers the following steps necessary to offset the growing net losses in foreign language skills, particularly at the high proficiency levels:

a. an increased emphasis on recruitment of employees with verified foreign language skills at level 3 or better, particularly in languages where greatest deficiencies exist in Language-Designated Positions and in the "high-loss rate" languages.

b. an intensified effort on the part of the Agency, and the Federal Government as a whole, to convey to the academic community the general nature of foreign language needs and related job opportunities; particular emphasis is needed to describe the proficiency levels which are needed in reading (translating) and speaking foreign languages.

c. a concerted program to be undertaken within the Agency to provide further training and other language development opportunities for personnel who already have attained level 2 and 3 skills.

d. a reexamination of the Language-Designated Positions within the Agency to assure that the needs for skills are properly identified so that recruiting, training and staffing plans will be established on a more realistic basis.

/S/  
Vernon A. Walters  
Lieutenant General, USA  
Deputy Director

Att.

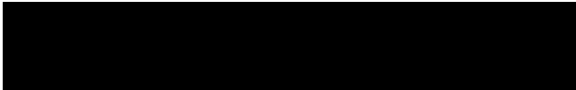
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ORIGINATOR:

25X1A

  
Alfonso Rodriguez ✓  
Director of Training

10 Sept 75  
Date

Distribution:

- 0 - Adse
- 1 - DCI
- 1 - DDCI
- 1 - ER
- 2 - DD/A
- 2 - DTR
- 2 - LLC
- 1 - TAP

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LANGUAGE PROFICIENCY RATINGS

#### LANGUAGE PROFICIENCY RATINGS

Attached are the criteria which an Agency employee must satisfy in order to be rated at a particular proficiency level. The demonstrated (tested) ability of an individual to cope with the criteria for each level will be the determining factor in rating his proficiency. The levels described are based upon a relative scale of 0 through 5, where 0 reflects no practical proficiency and 5 equates with an educated native-born individual.

The rating scales described have been developed to provide a meaningful method of characterizing the desired language skills of Agency personnel. Unlike academic grades, which measure the achievement in mastering the content of a prescribed course, the ratings are based on the absolute criterion of the command of an educated native speaker of the language.

The definition of each proficiency level has been worded so as to be applicable to every language; obviously the amount of time and training required to reach a certain level will vary widely from language to language, as will the specific linguistic features of the language involved. With this reasoning, persons with a "3" (Intermediate) rating in both Chinese and French, for example, should have approximately equal linguistic competence in the two languages. In the upper levels, stress is placed on accuracy of structure, precision of vocabulary sufficient to be both acceptable and effective in dealings with the educated citizen of the foreign country, and cultural nuances, as well as fluency.

All ratings except the "5" level may be modified by a plus (+), indicating that proficiency substantially exceeds the minimum requirements for the level concerned but falls short of those for the next higher level.

ORAL/AURAL SKILLS  
(S)

Level

An individual must be able to:

- 1 (Slight) Satisfy minimum courtesy requirements, usually with frequent errors and with sharply limited vocabulary. Handle simple situations of daily life and travel, such as getting temporary lodging, asking and giving simple directions, ordering a plain meal, and making purchases. Pronounce the language at least well enough to be understood by a native speaker accustomed to dealing with foreigners. Understand simple questions and statements, allowing for slowed speech, repetition, or paraphrase.
- 2 (Elementary) Satisfy routine social demands, such as formal introductions and casual conversations about current events, work, and autobiographical information. Converse confidently, if not with facility, with people he deals with in the course of daily activities. Use basic constructions accurately, with acceptable weaknesses in more complex structures and some deficiencies in vocabulary. Pronounce the language generally intelligibly, though occasionally producing misunderstood words or phrases. Get the gist of most conversations on general subjects which require no specialized knowledge.
- 3 (Intermediate) Speak with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in social, professional, and other daily situations. Respond in unfamiliar situations with reasonable ease, using a vocabulary broad enough so that he rarely has to grope for a word. Speak with good control of grammar, making occasional minor errors which do not interfere with communication. Pronounce the language with an accent which, though obviously foreign, is always understandable. Comprehend most of what is said at a normal conversational rate of speech.
- 4 (High) Use the language fluently, idiomatically, and accurately in all non-technical situations, with extensive and precise vocabulary, nearly perfect grammar, and an accent closely approximating that of native-born speakers. Understand the content of all conversations and formal presentations within the range of his experience, missing only those further refinements mentioned in the "5" category.
- 5 (Native) Use the language in a manner equivalent to that of an educated native-born speaker. Speak fluently and accurately in all practical and social situations, and freely and idiomatically in his special fields. His speech on all levels will be fully accepted in all of its features, including breadth of vocabulary, idioms, colloquialisms, and pertinent cultural references. Understand all non-technical conversations and formal presentations, as well as technical discourse in his field.



READING COMPREHENSION  
(R)

<u>Level</u>	<u>An individual must be able to:</u>
1 (Slight)	Read basic material consisting of uncomplicated sentences and phrases concerning common everyday activities.
2 (Elementary)	Read factual material on non-technical subjects, such as simple news stories and routine correspondence. Comprehend the most commonly used structures and idioms.
3 (Intermediate)	Read most newspaper items, as well as social, political, and economic material written for the general public. Comprehend the more complex structures and low-frequency idioms with some difficulty.
4 (High)	Read difficult prose on general subjects, such as editorials. Read all styles and forms of the language except those further refinements included in the "5" category.
5 (Native)	Except for highly specialized or technical material, read anything in the language, including subtleties, innuendoes, literary allusions, slang, and newspaper headlines.

10/3/75

Ros -

Please hold this with the copy of the  
Language Development Committee Report you  
have awaiting Mr. Colby's approval; when  
the approved/disapproved copy comes back  
send the whole package in to Mr. [REDACTED]

Thanks.

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nat

SENDER WILL CHECK CLASSIFICATION TOP AND BOTTOM			
OFFICIAL ROUTING SLIP			
TO	NAME AND ADDRESS	DATE	INITIALS
1	NAT	10/2	(initials)
2	To RFZ:		
3	For your info, the Language Development		
4	Committee Report was forwarded to the		
	DCI for approval on 29 September 1975.		
5	nat		
6	Hold until copy of the above report comes		
	ACTION	DIRECT REPLY	PREPARE REPLY
	APPROVAL	DISPATCH	RECOMMENDATION
	COMMENT	FILE	RETURN
	CONCURRENCE	INFORMATION	SIGNATURE
Remarks:			
<p>Product the report of the Language Development Committee since then have recently.</p>			
FOLD HERE TO RETURN TO SENDER			
FROM: NAME, ADDRESS AND PHONE NO.			DATE

☐ UNCLASSIFIED☐ INTERNAL  
USE ONLY☐ CONFIDENTIAL☐ SECRET

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## ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

Deputy Director of Training  
1026 C of C

EXTENSION

3245

NO.

Attached is routing slip  
Exec Registry #75-3790/2

DATE

25 September 1975

TO: (Officer designation, room number, and  
building)

DATE

RECEIVED

FORWARDED

OFFICER'S  
INITIALSCOMMENTS (Number each comment to show from whom  
to whom. Draw a line across column after each comment.)1. DDA Registry  
7D18 Headquarters26 SEP 1975 *PP*

2.

3. Executive Officer, DDA  
7D26 Headquarters

Bob:

Attached is a copy of a routing slip with the Director's comments when he read OTR's report on linguist requirements submitted by the DDCI to the D/DCI/IC (DDA 75-4327). The Director's question is not new and we are prepared to respond. However, as the report of the Language Development Committee is the one which contains recommendations for improving the Agency's language capability and the Director has referred to this report on several occasions, we believe that, rather than respond in piecemeal fashion, we should await his reaction to the LDC report. In the past Mr. Colby has had numerous questions and comments on this report.

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14.

15.

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FORM  
3-62

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USE PREVIOUS  
EDITIONS☐ SECRET☐ CONFIDENTIAL☐ INTERNAL  
USE ONLY☐ UNCLASSIFIED

SENDER WILL CHECK CLASSIFICATION TOP AND BOTTOM			
UNCLASSIFIED	<input checked="" type="checkbox"/>	CONFIDENTIAL	SECRET
<b>OFFICIAL ROUTING SLIP</b>			Executive Registry 75-3790/2
TO	NAME AND ADDRESS	DATE	INITIALS
1	DCI	20/9/75	
2	DDTR	23 SEP 1975	ILLEGIB
3	D/OTR		
4			
5			
6			
ACTION		DIRECT REPLY	PREPARE REPLY
APPROVAL		DISPATCH	RECOMMENDATION
COMMENT		FILE	RETURN
CONCURRENCE		INFORMATION	SIGNATURE
<b>Remarks:</b> <p>See para 7 - Bad -            Should graduation            as CT require a            fluency ? (para 8) -            20/9/75</p>			
FOLD HERE TO RETURN TO SENDER			
FROM: NAME, ADDRESS AND PHONE NO.			DATE
UNCLASSIFIED	<input checked="" type="checkbox"/>	CONFIDENTIAL	SECRET